

### ASSESSING YOUR SHP PROGRAM

Use the following questions as a guide to assess your SHP program:

1. Does your school have an organized parent involvement plan? Describe its structure.
2. Does your program have a fairly equal distribution of involvement opportunities across the five tiers? Describe activities in each tier.
3. Are parents from each of the major representational groups of your school population involved in your SHP program? What is your data?
4. Is there continuity across grade levels of parent involvement and not just involvement by parents in certain grades? How do you know?
5. Is training provided parents for any skills/knowledge they need in order to be successful in the different roles? How do you determine the needs?
6. Is there adequate training and support for teachers in working with parents? What kind of opportunities are available?
7. Does the school provide multiple opportunities for two-way communication? What are they?



## SCHOOL-HOME PARTNERSHIP NEEDS ASSESSMENT

### -A LOOK AT WHAT IS-

This information collection form has been developed to identify activities where parents and school personnel are partners, helping students to receive maximum educational benefits. This information becomes a program audit by providing a picture of what is working and what is missing. The areas of participation are those delineated by Janet Chrispeels (1992). The 5 tier program addresses the activities covered by school-home partnerships addressed in schools: (1) co-communication, (2) co-support, (3) co-learning, (4) co-teaching, and (5) co-decision makers.

#### A. Please complete the following:

School \_\_\_\_\_ Principal \_\_\_\_\_

Number of students \_\_\_\_\_ Date \_\_\_\_\_

Has a Home-School-Community Parent Partnership active in your school?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, does the plan include:

- |   |                    |
|---|--------------------|
| • Co-communication or two-way communication activities? | Yes _____ No _____ |
| • Co-support activities?                                | Yes _____ No _____ |
| • Co-learning activities                                | Yes _____ No _____ |
| • Co-teaching activities?                               | Yes _____ No _____ |
| • Co-decision making activities                         | Yes _____ No _____ |

**1.0 CQ-COMMUNICATORS** or two-way communication: Teachers initiate communication with parents and parents initiate communication with teachers.

Which of the following is an activity in your school? Please check or provide information:

#### \_\_\_\_ 1.1. Report cards

- \_\_\_\_ times per year  
 \_\_\_\_ mailed home  
 \_\_\_\_ given out in conferences  
 \_\_\_\_ other



---

---

\_\_\_\_\_ 1.2     **Interim Reports**

\_\_\_\_\_ times per year  
\_\_\_\_\_ mailed home  
\_\_\_\_\_ given out in conferences  
\_\_\_\_\_ telephoned parents

\_\_\_\_\_ 1.3     **Scheduled parent-teacher conferences for each student**

\_\_\_\_\_ times per year  
\_\_\_\_\_ daytime only  
\_\_\_\_\_ others as needed  
\_\_\_\_\_ nighttime only  
\_\_\_\_\_ day and evening)

\_\_\_\_\_ Estimate how many scheduled conferences are held each year

**Comments/ideas/suggestions:** \_\_\_\_\_

\_\_\_\_\_ 1.4     **Parent-initiated conferences**

\_\_\_\_\_ Training provided on how to prepare for conferences with teachers  
\_\_\_\_\_ Estimated number of parent-initiated conferences per year, per child

\_\_\_\_\_ 1.5     **Parents are encouraged to visit classrooms**

\_\_\_\_\_ 1.6     **Teachers call parents periodically**

\_\_\_\_\_ 1.7     **Teachers send notes home**

\_\_\_\_\_ 1.8     **Parents are provided with a calendar of events**

\_\_\_\_\_ for the school  
\_\_\_\_\_ for each classroom

If yes, is the calendar given out early enough to be of use?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_

\_\_\_\_\_ 1.9     **School-wide activities such as open house, back to school night,  
\_\_\_\_\_ performances are given at such times that all parents can attend**

\_\_\_\_\_ 1.10     **Students have assignment books for parents and teachers to review/sign  
\_\_\_\_\_ Parents get written correspondence on expectations of assignments**

\_\_\_\_\_ 1.11     **There are signed agreements on expectations between teachers and parents  
\_\_\_\_\_ Between teachers-parents-students  
\_\_\_\_\_ Between teacher and students**

\_\_\_\_\_ 1.12     **Parents are given early notification (1 to 3 months) of what  
students will need/require (e.g., calculators, assignment notebooks, computers)**



\_\_\_\_ 1.13      **There is social communication** for families and teachers (e.g., potluck meals, parent-teacher lunch, an evening in the library, coffee meetings, etc. )

\_\_\_\_ 1.14      **There is a counselor at the school**  
\_\_\_\_ If yes, the counselor is available to help parents during evening hours or early morning hours.

\_\_\_\_ 1.15      **There are clear expectations** by teachers and parents regarding achievement, and classroom and school behaviors.

\_\_\_\_ 1.16      **Other ways** that are being implemented to enhance the parent-staff two-way communication (Example: e-mail, evening and/or Saturday dialogue sessions), signs of "Welcome Parents" on door and in newsletters, etc. ) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ 1.17      **Comments/Reflections:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2.0 CO-SUPPORTERS:** Parents and staff actively support the school's educational and extracurricular activities.

\_\_\_\_ 2.1 \_\_\_\_ **There is a PTA/PTO/PTSO/** \_\_\_\_\_

\_\_\_\_ How many members?

\_\_\_\_ How often do they meet?

\_\_\_\_ What is the average attendance?

\_\_\_\_ Average parent attendance?

\_\_\_\_ Average teacher attendance?

\_\_\_\_ They support the school by (list a few of the contributions that occurred during the last 12 months) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



- 2.2 The following is a list of ways parents, community, and staff support the school's academic and extracurricular activities: Please check those that are being done in your school:

**Parents as Co-Supporters:**

- \_\_\_\_\_ Have lunch with their student at school
- \_\_\_\_\_ Go on and/or lead field trips
- \_\_\_\_\_ Visits their student's classroom
- \_\_\_\_\_ Volunteers to help in school (if yes, doing what \_\_\_\_\_)

- 
- \_\_\_\_\_ Assists in fund-raisers
  - \_\_\_\_\_ for field trips, \_\_\_\_\_ for resources, \_\_\_\_\_ other
  - \_\_\_\_\_ Supports and attends extracurricular activities
  - \_\_\_\_\_ Serves as a tutor
  - \_\_\_\_\_ Attends parent-student workshops when offered
  - \_\_\_\_\_ Men volunteer to participate in activities, serving as role models
  - \_\_\_\_\_ Participates in "phone-tree" activities
  - \_\_\_\_\_ Other ways parents and community are supporting partnership activities: \_\_\_\_\_
- 
- 
- 

**Staff as Co-Supporters:**

- \_\_\_\_\_ Attends and supports extracurricular activities
- \_\_\_\_\_ Volunteers and participates in fund-raising activities
- \_\_\_\_\_ Invites parents to attend team meetings when appropriate
- \_\_\_\_\_ Sends materials to parents related to 'getting ready for school'
- \_\_\_\_\_ Helps in providing safe environments before, during, and after school
- \_\_\_\_\_ Helps by including community agency personnel in the School-Home-Community Partnerships



2.3 Other ways teachers are supporting school activities: \_\_\_\_\_

\_\_\_\_\_

2.4 Comments: \_\_\_\_\_

\_\_\_\_\_

Reflections: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3.0 CO-LEARNERS

#### Parents And Community As Co-Learners

\_\_\_\_\_ 3.1 Offers workshops/discussions for parents on:

\_\_\_\_\_ How to help their student study

\_\_\_\_\_ Monitoring student progress

\_\_\_\_\_ Mentoring training

\_\_\_\_\_ 3.2 Offers FAST (Families and Schools Together) seminars

\_\_\_\_\_ 3.3 Offers workshops to update parents on

\_\_\_\_\_ Math

\_\_\_\_\_ Writing

\_\_\_\_\_ Learning styles

\_\_\_\_\_ Other (name) \_\_\_\_\_

\_\_\_\_\_ 3.4 Offers joint Parent and Student workshops.

If yes, please name/describe: \_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_ 3.5 If "for parent" and "parent-child" programs are offered, are they  
\_\_\_\_\_ only during the school day  
\_\_\_\_\_ during late afternoon  
\_\_\_\_\_ during evening hours  
\_\_\_\_\_ during the weekend  
\_\_\_\_\_ or a combination of times (please specify) \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 3.6 When seminars are provided:  
\_\_\_\_\_ child care is provided  
\_\_\_\_\_ tutoring for children is provided

\_\_\_\_\_ 3.7 Please provide additional information on parents as learners: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### **Parents and Teachers as Co-Learners**

\_\_\_\_\_ 3.8 Parents are invited to visit the classrooms more than once per semester.

\_\_\_\_\_ 3.9 Parents are encouraged/invited to attend curriculum in-service programs with teachers, e.g., math, reading, etc.

\_\_\_\_\_ 3.10 Parents and teachers are provided seminars on the FAST concepts, e.g., study rituals, learning styles, student motivation and self-esteem, child development, home learning environments, monitoring student's educational progress and parent-teacher conferencing.

\_\_\_\_\_ 3.11 Please provide additional information on parents and teachers learning together: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Teachers as Co-Learners

- \_\_\_\_ 3.12 Teachers are provided with seminars on different family structures and cultures,  
on conducting and evaluating parent-teacher conferences, \_\_\_\_  
on ways to enhance parent involvement in the learning processes \_\_\_\_  
on child development, and \_\_\_\_  
on student motivation and/or self-esteem. \_\_\_\_
- \_\_\_\_ 3.13 Teachers have created "inviting/invitational" classrooms and schools. \_\_\_\_  
'Welcome' signs \_\_\_\_  
An on-duty (volunteer) greeter \_\_\_\_  
A special sitting area in the room \_\_\_\_
- \_\_\_\_ 3.14 Parents have been invited/scheduled to present to students \_\_\_\_  
Parents present to team/faculty \_\_\_\_  
Community Members share knowledge and skills with schools \_\_\_\_
- \_\_\_\_ 3.15 Teachers make home visits \_\_\_\_  
Teachers attend community sponsored ('learning') activities \_\_\_\_  
Teachers make presentations to community support groups \_\_\_\_
- \_\_\_\_ 3.16 Other ways teachers in your school learn from parents: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3.17 Comments/Reflections: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





**4.0 CO-TEACHERS**

- \_\_\_\_\_ 4.1 Parents teach FAST seminars for other parents and teachers \_\_\_\_\_.  
Teachers teach FAST seminars for other teachers and parents \_\_\_\_\_.
- \_\_\_\_\_ 4.2 Parent(s)/Community invited to lead seminars for staff \_\_\_\_\_.  
Parents teach students in the classroom at the invitation of the teacher \_\_\_\_\_.
- \_\_\_\_\_ 4.3 Teachers (or school) have special interest days so that parents and  
community members can present on selected topics.
- \_\_\_\_\_ 4.4 Parents/Community members are scheduled to accompany students on field trips \_\_\_\_\_.  
Parents teach students about what is to be learned as a result of the trip \_\_\_\_\_.
- \_\_\_\_\_ 4.5 Parents and community members teach students (own and others) at home \_\_\_\_\_,  
in church \_\_\_\_\_, in scouting \_\_\_\_\_, in sports \_\_\_\_\_, other (please identify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 4.6 Other ways parents teach: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 4.7 Other ways, besides classrooms, teachers instruct students and parents: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 4.8 Comments/Reflections: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5.0 CO-DECISION MAKERS**

- \_\_\_\_\_ 5.1 There are scheduled School-Advisory Council (School Site Management,  
School Improvement Council, etc. ) Meetings involving parents, teachers,  
school administrators (and others such as students, local community  
members).  
• The meetings are scheduled at different times \_\_\_\_\_



and different days\_\_\_\_\_ to allow for better attendance.

\_\_\_\_\_ 5.2 There are parents and community members on curriculum advisory councils\_\_\_\_\_

Math\_\_\_\_\_ English\_\_\_\_\_ Guidance \_\_\_\_\_

Other (please identify \_\_\_\_\_)

\_\_\_\_\_ 5.3 Other ways parents and community members serve with staff as co-decision makers: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 5.4 Comments/Reflections: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## B. FINDINGS

A. 1 Strengths:

B. 2 Requires Additional Planning:

